

SLD Determination – Insufficient Progress

In order to determine whether or not a student is making sufficient or insufficient progress in response to research-based intervention in each area of concern, problem-solving teams must monitor student progress toward norms/benchmarks during the intervention phase. The following three types of norms/benchmarks may be used to analyze a student's progress in response to research-based intervention:



- CBMs with Research-Based Norms/Benchmarks: Research is available that identifies average rates of student progress in basic academic skills over time through the use of Curriculum Based Measurements (CBMs). These CBMs are used to:
 - identify whether or not students are performing at/above/below grade level expectations
 - calculate a student's weekly rate of improvement in order to predict future performance
 - calculate the weekly rate of improvement the student must attain to close the gap with their peers and the expected target/goal

DPS has created a bank of free CBM probes for use within the District. In addition, DPS has created benchmark guidelines for IEP teams to use in order to determine whether or not students are performing at/below/well below grade level expectations, to calculate students' weekly rates of improvement, and to perform the gap analysis.

CBMs with applicable research-based norms/benchmarks can also be found on the following websites:

- DIBELS Next (free): <http://www.dibels.org/next.html>
 - Intervention Central (free): <http://www.interventioncentral.org/>
 - AIMSweb (paid subscription required): <http://www.aimsweb.com/>
 - EasyCBM (paid subscription required): <http://easycbm.com/>
- Criterion-Referenced/Mastery-Based Measures: These are teacher-made measures that include benchmarks/goals. These benchmarks/goals are a standard of mastery against which a student's performance on a specific academic task or behavior can be compared. *Disadvantage: The setting of benchmarks/goals can be somewhat arbitrary. Advantage: They can be applied flexibly to a very wide range of academic skills and behaviors for which formal norms are unavailable.*

IEP teams must use research-based measures (CBMs) if they exist for the skill(s) being monitoring. The use of criterion-referenced/mastery-based measures should only be used to monitor progress when CBMs are unavailable.

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CBMs FOR EACH AREA OF SLD

(CBMs do not exist for Listening Comprehension or Oral Expression; for these areas, please consult with your school's Speech/Language Pathologist to develop appropriate mastery-based measures to monitor progress in response to research-based intervention in these areas)

Basic Reading Skills

- DIBELS Next:
 - DIBELS Oral Reading Fluency (1-6)
 - First Sound Fluency (K)
 - Phoneme Segmentation Fluency (K-1)
 - Nonsense Word Fluency (K-2)
- Intervention Central:
 - CBM Letter Name Fluency (K-1)
 - CBM Wordlist Fluency (K-3)
- AIMSweb:
 - Letter Naming Fluency (K-1)
 - Letter Sound Fluency (K-1)
 - Phoneme Segmentation Fluency (K-1)
 - Nonsense Word Fluency (K-1)
 - Reading CBM (K-8)
- EasyCBM:
 - Passage Reading Fluency (1-8)
 - Phoneme Segmenting (K-1)
 - Letter Names (K-1)
 - Letter Sounds (K-1)
 - Word Reading Fluency (K-3)

Reading Fluency

- DIBELS Next:
 - DIBELS Oral Reading Fluency (1-6)
- AIMSweb:
 - Reading CBM (K-8)
- EasyCBM:
 - Passage Reading Fluency (1-8)

Reading Comprehension

- DIBELS Next:
 - DIBELS Oral Reading Fluency (1-6)
 - Daze (3-6)
- AIMSweb:
 - Reading-CBM (K-8)
 - Maze-CBM (1-8)
- EasyCBM:
 - Passage Reading Fluency (1-8)

Written Expression

- AIMSweb:
 - Written Expression-CBM (1-8)
 - Total Words Written
 - Words Spelled Correctly
 - Correct Writing Sequences
 - Spelling-CBM (1-8)
- Intervention Central:
 - CBM Written Expression (1-8)
 - Total Words Written
 - Words Spelled Correctly
 - Correct Writing Sequences
- Denver Public Schools:
 - Writing CBMs(1-8)
 - Total Words Written
 - Words Spelled Correctly
 - Correct Writing Sequences
 - Spelling CBM (1-8)

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Mathematical Calculation

- DPS Special Education CBMs:
 - Math Computation CBMs (1-8)
 - Number Identification (K-1)
 - Oral Counting (K-1)
- AIMSweb:
 - Math Computation – M-Comp (1-8)
 - Oral Counting (K-1)
 - Number Identification (K-1)
- Intervention Central:
 - CBM Math Worksheet Generator (1-8)
 - Number Identification (K-1)

Mathematical Problem Solving

- DPS Special Education CBMs:
 - Quantity Discrimination (K-1)
 - Missing Number (K-1)
- AIMSweb:
 - Math Concept and Applications – M-CAP (2-8)
 - Quantity Discrimination (K-1)
 - Missing Number (K-1)
- Intervention Central:
 - Quantity Discrimination (K-1)
 - Missing Number (K-1)

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Progress Monitoring Administration Guidelines for SLD Eligibility:

IEP teams must use research-based measures (CBMs) if they exist for the skill(s) being monitored. The use of criterion-referenced/mastery-based measures should only be used to monitor progress when CBMs are unavailable.

If you expect it, you must teach it.

If you teach it, you must measure it.

In order to determine sufficient/insufficient progress, IEP teams are required to:

- Gather at least 6 grade level data points (CBMs if they exist; mastery-based measures if CBMs don't exist) in each area of SLD being considered
- Administer a new grade level progress monitoring probe (CBMs if they exist; mastery-based measures if CBMs don't exist) after the student has received at least 5 hours of research-based intervention (e.g., teachers can administer a new Oral Reading Fluency CBM each week to students who are receiving 60 hours per day of research-based intervention in the area of reading fluency)

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Data Analysis of Progress Monitoring Scores:

IEP teams must analyze the progress monitoring data to determine whether or not the student is making sufficient or insufficient progress in response to the research-based intervention in each area of concern. IEP teams should analyze the data in the following ways:

STEP 1: CALCULATE THE GAP FOR EACH CBM SCORE

$$\frac{\text{EXPECTED BENCHMARK (50TH %ILE)}}{\text{STUDENT'S SCORE}} = \text{GAP (Gaps } \geq 2 \text{ are significant)}$$

STEP 2: CALCULATE THE STUDENT'S CURRENT RATE OF IMPROVEMENT (ROI)

$$\frac{(\text{STUDENT'S MOST RECENT SCORE} - \text{STUDENT'S FIRST SCORE})}{\text{\# OF WEEKS BETWEEN FIRST AND LAST SCORES}} = \text{ROI}$$

STEP 3: DETERMINE HOW MUCH IMPROVEMENT THE STUDENT NEEDS TO MAKE PER WEEK IN ORDER TO REACH THE AVERAGE RANGE BY THE NEXT BENCHMARK PERIOD (OR BY THE END OF THE YEAR)

$$\frac{\text{LOWEST SCORE IN THE AVERAGE RANGE (25TH %ILE) AT THE NEXT BENCHMARK PERIOD OR END OF YEAR} - \text{STUDENT'S CURRENT SCORE}}{\text{\# OF WEEKS UNTIL NEXT BENCHMARK PERIOD OR END OF YEAR}} = \text{NECESSARY WEEKLY IMPROVEMENT}$$

NECESSARY GAIN TO CATCH UP

STEP 4: CALCULATE THE # OF WEEKS IT WILL TAKE FOR THE STUDENT TO REACH THE AVERAGE RANGE AT HIS/HER CURRENT GRADE LEVEL BASED ON HIS/HER CURRENT RATE OF IMPROVEMENT

$$\frac{\text{NECESSARY GAIN TO CATCH UP (See Step 3)}}{\text{ROI (See Step 2)}} = \text{\# OF WEEKS IT WILL TAKE}$$

STEP 5: CALCULATE THE STUDENT’S PROJECTED SCORE AT THE NEXT BENCHMARK PERIOD (OR AT THE END OF THE YEAR) BASED ON HIS/HER CURRENT RATE OF IMPROVEMENT

$$\frac{\text{\# OF WEEKS UNTIL THE NEXT BENCHMARK PERIOD (OR UNTIL THE END OF THE YEAR) (See Step 3)}}{\text{\# OF WEEKS UNTIL THE NEXT BENCHMARK PERIOD (OR UNTIL THE END OF THE YEAR) (See Step 3)}} \times \frac{\text{ROI (See Step 2)}}{\text{ROI (See Step 2)}} + \frac{\text{STUDENT’S CURRENT SCORE}}{\text{STUDENT’S CURRENT SCORE}} = \frac{\text{PROJECTED SCORE}}{\text{PROJECTED SCORE}}$$

Determination of Sufficient vs. Insufficient Progress:

The determination of sufficient vs. insufficient progress is an IEP team decision based on the student’s progress in response to the research-based intervention he/she received. The following examples of progress may be considered “Sufficient Progress” by IEP teams:

- Progressing from Well Below Average Range to Below Average Range by the next Benchmark period
- Progressing from Well Below Average Range to At or Above Average Range by the next Benchmark period
- Progressing from Below Average Range to At or Above Average Range by the next Benchmark period
- Progressing from at or below the 12th percentile to at or above the 13th percentile by the next Benchmark period
- A Rate of Improvement that is at least 1.5 times that of the expected rate of improvement at the student’s grade level
- A Rate of Improvement that is sufficient to close the gap by the next Benchmark period